

Corona del Mar High School & Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Corona del Mar High School & Middle School
Street	2101 Eastbluff Drive
City, State, Zip	Newport Beach, CA 92660
Phone Number	(949) 515-6000
Principal	Dr. Jake Haley
Email Address	jhaley@nmusd.us
School Website	https://cdm.nmusd.us/
County-District-School (CDS) Code	30-66597-3031697

2023-24 District Contact Information

District Name	Newport-Mesa Unified School District
Phone Number	(714) 424-5033
Superintendent	Dr. Wesley Smith
Email Address	superintendent@nmusd.us
District Website	www.nmusd.us

2023-24 School Description and Mission Statement

Corona del Mar Middle/High school continues to be recognized as one of the top schools in the nation. Opened to the community in 1962, the school is located just southeast of Newport Harbor off Pacific Coast Highway in Newport Beach, California. Demographic shifts within the Newport-Mesa Unified School District required the expansion of Corona del Mar High School to include 7th and 8th graders in 1983.

Corona del Mar's mission is to provide the highest level of comprehensive instruction aimed at empowering students to learn with resiliency, act with empathy, and live with integrity.

Corona del Mar Middle/High School currently serves 2,059 students in grades 7 through 12. Our students reside within the communities of Corona del Mar and Newport Beach. The school provides quality education to one of the most affluent areas of the state; median home prices were recorded to be more than double the national average. Corona del Mar Middle/High School has five feeder elementary schools. The majority of our students have attended school together since kindergarten, as the community has a very low rate of transience. The parent community is highly involved in and supportive of the school. Our parent population has a higher than average educational achievement level. Per the collective bargaining agreement, teachers are contracted at 180 students per day, an average of 30 students in 8 periods. The master schedule, which is driven by student course request, has increased the number of course options available.

CdM's graduation rate is 96% and approximately 97% of our students extend their education at colleges and universities. More than 87% of our graduates are meeting the University of California/California State University A-G requirements. Our curriculum is focused on rigorous college preparatory classes with 57 sections of AP classes covering 27 AP courses.

The gender data at CdM MS/HS has remained consistent over the past eleven years, for '22-'23 school year the ratio is 53% male and 47% female, with minor fluctuations from year to year. The ethnic diversity of students has also remained, statistically speaking, both reasonably constant and reflective of the community population. 66% of the student body is white. The numbers of Asian and Hispanic students have increased slightly in recent years. 13.7% of the student body is comprised of Latino students. Students of Asian descent currently comprise 11% of the student body. 0.7% of our students are classified as African American. 7% indicated two or more races. English is the primary language spoken at home for approximately 97% of the CdM student body. There are currently 207 identified EL students. Each year, approximately 64 students have been classified as Beginning to Early Intermediate learners, and the remaining two-thirds are identified as intermediate, early advanced, or

2023-24 School Description and Mission Statement

advanced, according to their English Language Proficiency Assessment for California (ELPAC) results. The identified Beginning to Early Intermediate students have been enrolled in the English Language Development (ELD) support class while others have been fully mainstreamed into classes with teachers trained in Specially Designed Academic Instruction in English (SDAIE) techniques. Upon parent and student request, those students identified as English learners may take mainstream English or Reading Intervention in conjunction with their English Language Development class. Students achieving Reclassification to Fluent English Proficient (RFEP) status are closely monitored by a team of staff members consisting of administration, counselors, the English Language Coordinator, and the mainstream Math and English teachers.

The counselors, teachers, and administrators have made a significant effort to address parent and student academic concerns through an increase in Student Support Team (SST) meetings and student-teacher conferences. This approach has resulted in better identification of 504 and Special Education student needs. There continues to be opportunities to enhance the academic experience for our (Specialized Academic Instruction) SAI students. The SAI teachers are working towards consistent implementation of an appropriate rigorous curriculum in a pull-out setting with very low student/teacher ratios. For those students who are mainstreamed, the regular education teacher assists the students with accommodations/modifications as stated in the student's IEP. We currently have three autism classes and one moderate autism class with students who function at a higher cognitive level that serves as an academic bridge between the SAI and Autism programs. The curriculum offered in both the moderate and severe autism classes is directly driven by students' IEP goals.

Corona del Mar MS/HS is a participant in the Positive Behavior Intervention and Support (PBIS) program. Our core values include Empathy, Integrity and Resiliency. Our PBIS statement of purpose for our students and staff is, "Sea Kings demonstrate Integrity, Resilience and Empathy". These three core values are embedded into the school culture at CdM. Students know what is expected of them and are supported in positive behavior throughout the campus, and co-curricular activities and athletic events. A matrix of expected behaviors in the context of various activities and geographical locations is presented and discussed with all students at the beginning of the school year.

Corona del Mar High School currently offers two signature academies were developed, one for academics and one for the arts programs. The Academy of Global Studies (AGS), provides students with the opportunity to participate in a rigorous curriculum of AP social science courses and a four-year world language course sequence leading to the State Seal of Bi-literacy, This academy empowers students with the skills and tools to enhance global competitiveness and to develop global relationships with students around the world.

Currently, Corona del Mar High School is partnering with a school in Japan. The Performing Arts and Multi-Media Academy (PAMA) allows students to focus on an artistic pursuit throughout their four years of high school. They identify their area of focus from Art, Choral Music, Instrumental Music, Drama, Dance, Visual Art and Digital Art. Students in this program are exposed to artistic expression, develop connections and work with professionals in the field.

Corona del Mar has two CTE pathways: Design, Visual, Media Arts (DVMA) and Engineering. There are three courses articulated and sequenced in the Digital Video Media Arts Pathway with the capstone course Advanced Media Arts Portfolio. There are four courses in the Engineering pathway with the capstone course Advanced Design Engineering.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	283
Grade 8	294
Grade 9	333
Grade 10	355
Grade 11	370
Grade 12	424
Total Enrollment	2,059

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8%
Male	53.1%
American Indian or Alaska Native	0%
Asian	10.9%
Black or African American	0.7%
Filipino	0.5%
Hispanic or Latino	13.7%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	7%
White	65.8%
English Learners	3.1%
Foster Youth	0.2%
Homeless	0.4%
Socioeconomically Disadvantaged	20.3%
Students with Disabilities	9.8%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	84.30	91.95	861.90	93.55	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	3.15	7.80	0.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.17	6.60	0.73	12115.80	4.41
Unknown	4.30	4.72	44.90	4.88	18854.30	6.86
Total Teaching Positions	91.70	100.00	921.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	84.30	92.49	869.90	93.80	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	1.09	2.80	0.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	1.10	3.80	0.42	11953.10	4.28
Unknown	4.80	5.32	49.80	5.37	15831.90	5.67
Total Teaching Positions	91.20	100.00	927.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.90
Misassignments	2.80	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.80	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.10	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Newport-Mesa Unified School District follows the state’s curriculum cycle to adopt/approve updated, high quality textbooks/instructional materials. Students are provided with an adequate supply of Board-approved textbooks/instructional materials for all subject areas. The reading/language arts and mathematics curricula are aligned with district and state content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with district and state content standards. Individual schools support instruction by providing a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

Year and month in which the data were collected	10/03/2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync - Digital (7-8 Grade), McGraw-Hill, 2023 Locally developed standards-aligned Units of Study (Grades 7-12), 2015 Timeless Voices, Timeless Themes, Prentice Hall (Grades 9-12), 2002 For ELD: Inside, National Geographic (Grades 7-8) 2011 & Edge, National Geographic (Grades 9-12), 2014	Yes	0%
Mathematics	Illustrative Mathematics Gr 7-8, McGraw Hill, 2018 Illustrative Mathematics, Algebra 1, Algebra 2 & Geometry, McGraw Hill, (Grades 9-12), 2020 Advanced Mathematical Concepts (Enhanced Math III), Glencoe (Grades 11-12), 1994 Calculus for the AP Course, Bedford, Freeman, Worth 3rd Ed. (AP Calculus), 2020	Yes	0%
Science	OpenSciEd - Digital (Grades 7-8), 2022 Campbell Biology in Focus (AP Ed.), Pearson 2nd Edition, 2018 Chemistry: Matter & Change, McGraw-Hill (Grades 10-11), 2007 Chemistry: A Molecular Approach AP Edition, Pearson, 2018 Fundamentals of Physics (AP Ed.) John Wiley & Sons (Grade 11-12), 2001 Hole's Essentials of Human Anatomy & Physiology Glencoe (Grades 11-12), 2015 Environmental Science for AP, Bedford Freeman & Worth (Grades 11-12), 2023 Oceanography, Cengage Learning 9th ed. (Grades 10-12) 2016	Yes	0%
History-Social Science	IMPACT California Social Studies- World History & Geography: Medieval and Early Modern Times, McGraw Hill Education , 2019 (Grade 7). IMPACT California Social Studies- United States History & Geography: Growth & Conflict, McGraw Hill Education, 2019 (Grade 8). The Cultural Landscape: An Introduction to Human Geography.11th edition. Prentice Hall (Grade 9), 2022 World History: The Modern World, Pearson Scott Foresman and Prentice Hall, 2019	Yes	0%

	<p>Ways of the World: A Global History (AP World) Bedford/Freeman/Worth Pub., 2020</p> <p>U.S. History America Through the Lens, National Geographic Learning , 2019</p> <p>The American Pageant. 17th Edition. Houghton Mifflin Co, 2020</p> <p>IMPACT Principles of Economics, McGraw Hill Education, 2019</p> <p>Krugman's Macroeconomics for AP, Bedford, Freeman, Worth - 3rd Ed 2020</p> <p>IMPACT Principles of American Democracy, McGraw Hill Education, 2019</p> <p>An Introduction to Comparative Politics (AP® Edition), 6th Edition, Cengage Learning, 2014</p> <p>American Government: Stories of a Nation for the AP Course 1st Ed, 2020</p> <p>Psychology 10e in Modules, Myers, Worth Publishers, 2018</p> <p>Understanding Psychology, McGraw-Hill, 2014</p> <p>Sociology and You, McGraw-Hill, 2022</p>		
Foreign Language	<p>Senderos 1 & 2 Spanish Level 1 & 2, Vista Learning (Grades 7-12), 2023</p> <p>TEMAS, AP Spanish Language and Culture, Vista Higher Learning, 2021</p> <p>T'Es Branche?, French Level 1, Carnegie Learning (Grades 7-12), 2023</p> <p>Themes: AP French Language and Culture, Vista Higher Learning</p> <p>Integrated Chinese Levels 1-2, Cheng & Tsui, (Mandrin Grades 9-12), 2013</p>	Yes	0%
Health	Comprehensive Health, Goodheart-Wilcox, 2018	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

CORONA DEL MAR

This school was built in 1962. There are 93 permanent classrooms, a library, a lecture hall, a performing arts theater, a technology lab, a stand alone middle school (16 classrooms), two gymnasiums, a swimming pool and an administration building. Corona del Mar was modernized in 2006/2007, the middle school was completed in 2014.

827 work orders were completed for Corona del Mar Middle School and High School in the 2022-2023 fiscal year. This site was last inspected on 07/17/23.

Year and month of the most recent FIT report

07/17/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	69	69	58	58	47	46
Mathematics (grades 3-8 and 11)	53	58	47	47	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	948	906	95.57	4.43	68.87
Female	449	425	94.65	5.35	73.65
Male	499	481	96.39	3.61	64.66
American Indian or Alaska Native	--	--	--	--	--
Asian	105	101	96.19	3.81	78.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	146	141	96.58	3.42	58.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	77	75	97.40	2.60	72.00
White	603	572	94.86	5.14	69.58
English Learners	45	36	80.00	20.00	2.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	210	195	92.86	7.14	55.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	92	92.00	8.00	26.09

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	948	915	96.52	3.48	57.92
Female	449	431	95.99	4.01	55.68
Male	499	484	96.99	3.01	59.92
American Indian or Alaska Native	--	--	--	--	--
Asian	105	105	100.00	0.00	83.81
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	146	141	96.58	3.42	36.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	77	75	97.40	2.60	70.67
White	603	577	95.69	4.31	57.54
English Learners	45	44	97.78	2.22	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	210	201	95.71	4.29	43.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	93	93.00	7.00	18.28

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	41.51	46.88	37.16	36.27	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1081	1040	96.21	3.79	46.44
Female	519	493	94.99	5.01	46.45
Male	561	546	97.33	2.67	46.52
American Indian or Alaska Native	--	--	--	--	--
Asian	112	111	99.11	0.89	72.97
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	129	122	94.57	5.43	39.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	64	62	96.88	3.12	41.94
White	755	724	95.89	4.11	44.61
English Learners	34	33	97.06	2.94	3.03
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	196	189	96.43	3.57	36.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	76	92.68	7.32	14.47

2022-23 Career Technical Education Programs

Newport-Mesa Unified School District (NMUSD) had 8899 students in 7th -12th grade, of those students 31% (2543) were enrolled in at least one CTE course. NMUSD had 18 CTE sequenced pathways at the secondary level. Of those in-bell pathways, 8 were through partnership with Coastline ROP. All 9-12th grade CTE courses were UC/CSU eligible A-G, with the exception of courses offered at Back Bay High School, our alternative education site. All courses were aligned with CTE model curriculum standards, and 24 of our 57 courses were articulated with community colleges throughout Orange County.

For in-bell pathways, Corona Del Mar High School offered DVMA (Design, Visual, & Media Arts), Engineering Design, and Stage Technology pathways. Costa Mesa High School offered Child Development (ROP), DVMA, Engineering Design, Patient Care (ROP), and Professional Music. They also had an emerging Software & Systems Development Pathway. Estancia High School offered DVMA (ROP), Patient Care (ROP), Engineering Design (ROP), and Residential & Commercial Construction (ROP). Newport Harbor High School offered Business Management, Emergency Response (NMUSD & ROP), Film/Video Production, Food Service & Hospitality (NMUSD & ROP), and Software & Systems Development. Back Bay High School offered a Business Management Pathway. All four middle schools offered in-bell CTE exploratory elective courses.

For after-school programs, NMUSD partnered with Coastline ROP to offer 5 out-of-bell courses, 2 at Back Bay High School and 3 at Estancia High School. Every student had access to their school's College & Career Specialist who assists students in accessing both in-bell and out-of-bell courses aligned to their career interests and goals. Students also had access to all 24 courses offered throughout Orange County by Coastline ROP.

The NMUSD CTE Advisory Committee meets at a minimum once per year. The committee is led by NMUSD's Program Specialist Annie Younglove, NMUSD's Coordinator of Career Counseling Lisa Snowden, NMUSD's Secondary Directory of Teaching & Learning Keith Carmona, and the Advisory Chair Mike Stefani, who comes from the Information Communication Technology Sector. There are 28 members of the Advisory Committee, representing the following sectors: Arts, Media, & Entertainment, Building & Construction Trades, Business & Finance, Marketing, Sales & Service, Engineering & Architecture, Health Science & Medical Technology, Hospitality, Tourism, & Recreation, Information Communication Technology, and Education.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	449
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.39
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	77.41

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93	88	95	93	83
Grade 9	70	75	58	69	76

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Corona del Mar Middle/High School's administration and staff have worked hard to create a welcoming environment that encourages parental and community participation. The School Site Council comprising of representatives from all stakeholder groups meet monthly to review school wide policies and goals. This communication continues in several venues such as the monthly site leadership team meetings, quarterly School Site Council and English Learner Advisory Committee meetings, and the monthly parent meetings with PTA & Foundation. A great deal of financial support comes from parent-driven booster groups, including athletic boosters, PTA and the Corona del Mar High School Foundation. The School Boosters support Academics, Activities, Arts and Athletics (4 A's).

The percentage of funds distributed to each of the 4A's varies from year to year, depending on requests submitted to the board and the amount of designated funds. The PTA holds monthly meetings featuring reports by both High School and Middle School principals as well as monthly speakers who address specific topics of interest. The PTA's only fundraiser is a Fall Home Tour which raises about \$150,000 a year. With this money, the PTA organizes and funds programs to enhance the day-to-day lives of CdM students and teachers, which are directed to the classroom for teacher materials and training. Additionally, technology, student field trips and teacher professional development are funded. The Foundation raises significant capital (between \$600,000 – \$900,000 per year). The foundation annually funds supplemental staff, academic needs, technology, infrastructure improvements, college preparatory advisement, and counseling services. The Foundation has invested significant capital into improving the infrastructure of the school to provide an updated environment conducive for learning. The Foundation invested several million dollars over the last seven years on campus improvements including our Learning Resource Center (LRC), new athletic lockers, newly renovated attendance office, the new Health Office and CSTEM lab.

To provide support to our parent community and keep them informed, the counselors provide regularly scheduled parent nights specifically designed to share educational information, discuss relevant parenting topics and reduce parental anxiety and stress.

Parent involvement through our parent volunteer program provides significant support to both the high school and middle school offices. They are both staffed with trained parent volunteers from 7:30am to 3:30pm five days per week. The time

2023-24 Opportunities for Parental Involvement

parents give to support the school through this program and other activities is a tremendous asset to our school community overall. For more information about opportunities to become involved in the school, please contact Vickie Gilmore, the Administrative Assistant at (949) 515-6000.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.3	3.6	0.5	5	4.3	3.3	9.4	7.8	8.2
Graduation Rate	96.1	94.2	97.6	91.7	92.8	94.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	422	412	97.6
Female	217	214	98.6
Male	204	197	96.6
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	42	41	97.6
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	35	33	94.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	16	100.0
White	317	310	97.8
English Learners	16	16	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	96	92	95.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	29	22	75.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2121	2108	341	16.2
Female	994	990	168	17.0
Male	1126	1117	172	15.4
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	1	1	1	100.0
Asian	236	235	18	7.7
Black or African American	14	14	4	28.6
Filipino	11	11	5	45.5
Hispanic or Latino	295	292	61	20.9
Native Hawaiian or Pacific Islander	12	12	3	25.0
Two or More Races	147	146	21	14.4
White	1387	1380	227	16.4
English Learners	87	82	14	17.1
Foster Youth	5	5	3	60.0
Homeless	20	20	8	40.0
Socioeconomically Disadvantaged	464	462	109	23.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	219	216	65	30.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.13	1.97	1.60	0.60	2.87	3.36	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.6	0
Female	0.8	0
Male	2.31	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.85	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.37	0
English Learners	1.15	0
Foster Youth	0	0
Homeless	10	0
Socioeconomically Disadvantaged	1.72	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.11	0

2023-24 School Safety Plan

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are reviewed at the beginning of the school year, evaluated and revised December through January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for fall-winter and allows for training and adjustments through mid-year.

Student safety is promoted by the monitoring and reviewing of emergency procedures, staff training on crisis response, and campus supervision. The school has an on campus School Resource Officer through the Newport Beach Police Department as a liaison. Every semester all students and school personnel participate in a series of drills (fire, earthquake, evacuation, lockdown/place and shelter) to educate and emphasize the importance of being prepared and responding in a safe and efficient manner. Corona del Mar Middle and High School runs a minimum of 8 drills per year: 4 lockdown/place in shelter drills; 2 fire alarm based drills; 2 disaster/earthquake evacuation drills. The emergency procedures are updated each year and discussed with school staff in August, and reviewed with them after each drill at the subsequent staff meeting that follows each drill. Standard Response Protocol (SRP) has been implemented to streamline our safety drills with common language. NMUSD has launched a district wide tip line WeTip for any student, parent, staff, or community member to report suspicious activity anytime with 24/7 monitoring of these tips.

The CSSP was reviewed by the faculty on November 1, 2023 and the School Site Council on November 8, 2023. All members have the opportunity to review both parts of the CSSP and provide input towards updating the CSSP. The Local Board of Education approved the plan on February 7, 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	28	58	10
Mathematics	25	21	64	4
Science	28	11	59	5
Social Science	28	12	60	7

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	31	54	7
Mathematics	24	26	55	3
Science	26	15	58	
Social Science	25	18	56	5

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	40	54	3
Mathematics	23	38	46	5
Science	22	27	53	1
Social Science	24	25	52	3

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	294.14

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,783	\$2,824	\$8,959	\$105,329
District	N/A	N/A	\$9,343	\$104,266
Percent Difference - School Site and District	N/A	N/A	-4.2	1.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	20.2	15.0

Fiscal Year 2022-23 Types of Services Funded

The types of programs and services available at the school that support and assist students include:

- Access to Technology
- Counseling (Academic and Career)
- Enrichment Programs
- Reading Intervention and Remediation (During School) in Small Group and Whole Group Settings
- Skills for Success support
- Peer tutoring
- Parent Education/Family Nights
- Programs for English Learner Students
- Signature Academies
- Robotics
- Social Services
- Special Education
- Student/Family Primary Language Support
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science

Services funded specifically for Corona del Mar HS/MS:

- College/Career Readiness Grant is utilized to fund evening sessions twice a week from September - December to assist seniors with the college application process. This support is staffed by our counseling and English departments.
- Math intervention is provided for 8th grade students who are identified by their SBAC math scores and quarterly grades in 7th grade math.
- Credit recovery for high school students needing to make up credits to stay on track for graduation and maintain A-G UC/CSU eligibility.
- Community Liaison is funded by our Foundation. Purpose is to provide resources to students and families.

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,372	\$55,550
Mid-Range Teacher Salary	\$96,881	\$84,645
Highest Teacher Salary	\$135,136	\$111,284
Average Principal Salary (Elementary)	\$151,925	\$139,860
Average Principal Salary (Middle)	\$171,132	\$146,440
Average Principal Salary (High)	\$183,262	\$158,447
Superintendent Salary	\$355,000	\$278,268
Percent of Budget for Teacher Salaries	28.72%	32.21%
Percent of Budget for Administrative Salaries	5.43%	4.89%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	54.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	5
English	4
Fine and Performing Arts	5
Foreign Language	4
Mathematics	12
Science	11
Social Science	20
Total AP Courses Offered Where there are student course enrollments of at least one student.	64

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4